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# Academic Standards and Calendar Committee Report #86-87-5: Academic Dismissal

University of Rhode Island Faculty Senate

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THE UNIVERSITY OF RHODE ISLAND  
Kingston, Rhode Island

FACULTY SENATE  
BILL

Adopted by the Faculty Senate

TO: President Edward D. Eddy

FROM: Chairperson of the Faculty Senate

1. The attached BILL, titled Academic Standards and Calendar Committee Report #86-87-5: Academic Dismissal

is forwarded for your consideration.

2. The original and two copies for your use are included.
3. This BILL was adopted by vote of the Faculty Senate on March 26, 1987 (date)
4. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Governors, completing the appropriate endorsement below.
5. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective April 16, 1987, three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; (3) you forward it to the Board of Governors for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Governors, it will not become effective until approved by the Board.

March 27, 1987  
(date)

Richard Katula  
Richard Katula  
Chairperson of the Faculty Senate

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ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

Returned.

- a. Approved ☒ 4/3/87
- b. Approved subject to final approval by Board of Governors \_\_\_\_\_.
- c. Disapproved \_\_\_\_\_.

(date)

Edward D. Eddy  
President

THE UNIVERSITY OF RHODE ISLAND  
Kingston, Rhode Island

FACULTY SENATE

ACADEMIC STANDARDS AND CALENDAR COMMITTEE REPORT

#86-87-5

Academic Dismissal

The Academic Standards and Calendar Committee recommends that the Faculty Senate approve the following revised sections 8.24.13 and 8.25.10 of the University Manual (revisions underlined):

8.24.13 The appeal shall be reviewed by the college's scholastic standing committee, which shall confirm the dismissal or continue the student on probation. The Scholastic Standing Committee will determine if dismissal is for one academic semester or one academic year. The decision of the Scholastic Standing Committee shall be final.

8.25.10 Reinstatement of Matriculating Undergraduate Students. A student who has been dismissed may be reinstated to matriculating status after a period of one academic semester or one academic year upon recommendation of the Scholastic Standing Committee of the college in which registration is desired.

**Rationale:** The original proposal for these changes was initiated by Dean Strommer, University College. A portion of the document requesting the revisions is printed below; the Academic Standards and Calendar Committee concurs with Dean Strommer and recommends the approval of these revisions.

"The period of separation mandated for a dismissed student is recommended for several reasons. While a year's separation may well be warranted for students who have had a long slow slide to dismissal, it is not clear that it is in the best interest of either the University or the student to require a year's separation when he or she has had a single disastrous semester, as sometimes happens with a new freshman or transfer student. What used to be fairly common practice of our allowing students to take courses as non-matriculating students implies, in fact, that we did not always find it desirable to enforce a year's absence from the University, at least not from its classes. Most of the colleges and universities in New England and virtually all of the colleges in the state also require only one semester of separation after a student has been dismissed for academic reasons..."

HONORS PROGRAM AND VISITING SCHOLARS COMMITTEE  
ANNUAL REPORT 1986/87

(This report is entirely informational. We are making no recommendations for change to the Faculty Senate).

I. General Overview of the Committee's Activities:

On average, the committee has met once every two and a half weeks. We determined student eligibility requirements for participation in the Honors Program, selected and prepared faculty to teach in it, approved courses for the next academic year, organized a reception for Honors students and faculty, conducted a search for a new director, and awarded grants for visiting scholars. Details appear in the appropriate sections below.

II. Honors Program:

A. Courses and Faculty 1986/87

During fall semester, the program offered nine 100-level courses enrolling 130 students, the 200-level colloquium enrolling 43 students, three 300-level tutorials enrolling 21 students, and fifteen 400-level Honors Projects. One 100-level course was cancelled at CCE for insufficient enrollment. In all, 209 students took Honors Program course work during fall semester--a 43% increase over the previous fall semester.

During spring semester, the program offered seven 100-level courses enrolling 80 students, the continuation of the 200-level colloquium enrolling 20 students, seven 300-level tutorials enrolling 49 students, and fourteen 400-level Honors Projects. One 100-level and one 300-level course were cancelled for insufficient enrollment. In all, 143 students took Honors Program course work during spring semester--double the enrollment of the previous spring semester.

An analysis of the above figures indicates that Honors enrollments this year remained level with those of last year for the Colloquium and the Senior Projects but increased substantially for 100 and 300-level courses. This year 100 and 300-level courses were taught for the first time by Honors Faculty Fellows. It seems reasonable to assume that the Honors Fellows' reputation for outstanding undergraduate instruction is primarily responsible for this dramatic enrollment upturn. At the same time, the increase at the 100-level is partly owing to the hard work of the undergraduate/admissions office which has helped us inform entering students about Honors as a special academic opportunity and the summer orientation staff which has assigned a specific time in its schedule for Honors advising. We are grateful for the cooperation of these two offices.

During 1986/87, the following fifteen professors served as Honors Faculty Fellows and were responsible for Honors